International Journal of Education and Language Studies
ISSN: 2791-9323

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THE DEPTH OF THE GAPS IN THE FIELD OF EDUCATION IN THE ARAB-PALESTINE COMMUNITY AND THE ROLE OF THE ADMINISTRATION IN REDUCING THE GAPS IN LIGHT OF THE CORONA PANDEMIC

Istanbul / Türkiye

p. 22-36

Article Information

Article Type: Research Article

This article was checked by **iThenticate** No **plagiarism** detected

Article History

Received: 14/10/2021
Accepted: 12/11/2021
published: 01/12/2021

Abstract:

The study aimed to identify the extent of the gaps in the field of education in the Arab-Israeli community, and the role of the administration in reducing them in light of the Corona pandemic, and to achieve the goal of the study, the descriptive analytical approach was used, by developing a tool to measure the extent of the depth of the educational gap, and the role of school administration in reducing Of the gaps in the field of education in Israel. The study sample included (435) teachers and principals in the Northern District inside Israel. The results of the study showed that the extent of the gaps in the field of education was of a moderate degree, and the results showed that there is a significant role of school administration in reducing educational gaps, and the results also showed The depth of the gaps was higher for males than for females, as it was found from the results that there were no statistically significant differences at the level of significance (⍰ = 0.05) of the extent of the gaps in the field of education in the Arab-Israeli community, and the role of the administration in reducing them in light of the Corona pandemic, according to the variables: years of experience and job title. The study recommended a set of recommendations to reduce educational gaps.

Key words: Educatıon, Community, Corona.

http://dx.doi.org/10.47832/2791-9323.4-2.3

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Introduction:

Education is one of the inalienable rights of all humanity, and considered one of the goals of sustainable development for all countries, as it is one of the basic factors that effect sustainability. World Countries have invested in education, as it is the human capital that brings economic and social benefit for them.

UNESCO (2020) has indicated that the importance of education should not be underestimated in all circumstances, especially in emergency situations, as an important tool for stability, protection and continuity, as education plays an important role in relief in times of disasters and conflicts, and can help children affected by emergencies in Reintegrate them into society and to overcome the negative effects of emergency situations on humans.

During the past centuries, humanity faced several global pandemics, which led to the suspension of work in schools, as schools are the fastest way to spread epidemics, and accordingly the World Health Organization recommended the introduction of educational and educational programs for students in order to protect against the outbreak of infectious diseases (WHO, 2020). With the closure of educational institutions and the transition to distance education and e-learning at the present time in order to reduce the epidemic in an unprecedented way, many fears have arisen about unequal opportunities in education, as educational institutions are equipped with a certain level of technology necessary for online learning. Internet. As the lack and inadequacy of technology has led to the emergence of educational gaps, all over the world, and high dropout rates, and this study came in order to research the Corona crisis and its impact on the depth of the gaps in the educational establishments in the Arab-Israeli sector.

The practice of remote activities, such as education and work, has become among the main methods that countries have resorted to confront the repercussions of the spread of the “Corona” virus. The great technological progress in the field of communications has made it possible to manage the educational process in all its details remotely, accompanied by the application of all quality and reliability standards at the local level. and international. The optimal exploitation of media and information technology, the availability of technical infrastructure, and human capabilities capable of dealing with the knowledge explosion and the health crisis experienced by all countries of the world was only one of the most important methods in dealing with the Corona virus and its physical and moral paralysis in all aspects of practical life and on all vital levels(Al-Qaisal, 2021).

The Corona pandemic crisis has helped education in the most dangerous way in the current era, as until March 28, 2020, the Corona virus pandemic caused (COVID-19) More than 1.6 billion children and young people have dropped out of education in 161 countries, i.e. nearly 80% of the students enrolled in schools worldwide. They acquire the basic skills they need in practical life. At the global level, the pandemic is a grave danger, as researchers at Imperial College in London estimate the global impact in 2020 between 20 million deaths, in the case of effective non-pharmacological interventions, and 40 million deaths, in the absence of such interventions, in the United States The director of the National Institute of Allergy and Infectious Diseases indicated that this epidemic will cause the death of between one hundred thousand to two hundred thousand people. The Corona crisis came to force the Arab countries to make a sudden transition towards distance education. The relevant ministries have tried to facilitate the process by providing e-learning platforms, in this context, as most countries of the world are trying to provide ways to enable students to have free access to educational platforms. Despite the widespread use of the Internet in the Arab region, many countries have not previously tested the technologies offered by e-learning, and Arab experiences are still very modest, and the successful ones are only partially concentrated in some rich oil countries, and since it is difficult to predict when the crisis will end globally. In the Arab world, and in light of the fact that the educational process should not stop regardless of the obstacles, it becomes necessary to search for mechanisms to confront the crisis to ensure the continuity of providing education to the children of the Arab nation, and then this study is concerned with researching the scenarios for the future of Arab education to confront the crisis (Ghanayem, 2020).

There is no doubt that the bodies and ministries concerned with education in the countries have taken care of addressing the issue of the educational gap resulting from the Corona virus pandemic, so procedural plans have emerged that set a timetable that contributes to addressing this problem, and an attempt to remedy the errors resulting from dropping out of school in its usual form, and contributing to Reducing the size of the gap between face-to-face and distance learning, and returning the educational process to the right track, in order to ensure the achievement of the planned goals..

This definition of educational gaps refers to the issue of lack of equal opportunities and equality in education, and the weak ability of learners to continue education on a continuous basis . It also addresses the weak skills of learners, the lack of training and qualification, the gap between specializations and courses, and the needs of students (Haddad, 2021).

The educational gap is one of the most famous educational issues. It is defined as the availability of efforts and the sufficiency of time in order to continue learning, but without achieving the desired outcomes of the curricula. The educational loss was classified as a serious problem, linked to other problems, such as school dropouts, the lack of human resources from qualified teachers, and the high number of students in one class, and in the year 2020 the spread of the Corona pandemic in the world, to be one of the problems that cause educational loss in many Countries.

Literature review:

The study of Abu Moghli (2020) aimed to know the extent to which teachers use modern teaching strategies to bridge and reduce educational gaps and educational losses within the Green Line from their point of view in light of the Covid-19 pandemic. , where the sample consisted of (460) male and female teachers, the results of the study showed that the extent to which teachers use modern teaching strategies to bridge and reduce educational gaps and educational losses within the Green Line from their point of view in light of the Covid 19 pandemic was significant, and the results also showed statistically significant differences on the Estimates of the study sample members on the extent to which teachers use modern teaching strategies to bridge and reduce educational gaps and educational losses within the green line from their point of view in light of the Covid 19 pandemic, due to the variables (gender, educational qualification, specialization, and years of experience .

Al-Khamisi's study (2020) aimed to analyze the emerging conditions and facts in the world after the emergence of the Corona pandemic, and the earthquake that led to stable societal systems, especially the official education systems in various countries of the world around the globe. This paper specifically deals with what contemporary educational systems have had to resort to e-learning at a distance in the time of the pandemic. This educational strategy adopted - as a possible alternative after the suspension of studies and the closure of schools - made "home" an educational-learning medium a candidate as an alternative to classrooms and schools. This educational mediator, nominated within the framework of the distance education formula, faces - in our Arab environment in general, and in Egyptian in particular - some challenges, but as a possible educational option, it has some opportunities, and is characterized by some characteristics that make it possible to bet on it, especially when those responsible for education and others are concerned with Formal and informal bridges the gap between the original (school) and the alternative (home.(In order for this partnership to be achieved to compensate students for being deprived of their schools, there are requirements that must be met and fulfilled, which is what this paper means through its four axes.

Al-Hassan's study (2010) aimed to introduce the technology of e-learning and to identify the factors that require the use of e-learning in university education. This is in addition to identifying the most important aspects of the digital divide in Arab university education and revealing some of the factors that helped widen this digital divide. And to determine the readiness of Arab universities to use e-learning and to identify the most prominent challenges facing Arab university education in order to adopt and use e-learning. The study concluded by showing the importance of solving the digital divide in Arab university education and investing e-learning to meet the needs of secondary school students wishing to continue their university studies.

Al-Enezi study (2021) aimed to identify the transition to distance education for students of King Saud University in light of the Corona virus crisis from the viewpoint of faculty members by following certain variables; Such as obtaining the viewpoint of faculty members about students' use of distance education tools, their level of satisfaction with the transition towards distance education, and the reflection of this transformation and its obstacles in light of the Corona virus crisis. The study followed the descriptive approach with a sample of (362) faculty members at King Saud University. The study used a questionnaire consisting of (4) axes directly related to the study questions. The results of the study indicated that the level of application of distance education tools by King Saud University students in light of the Corona virus crisis came largely according to the relative weight of 81.7%. There was a significant level of satisfaction among KSU students regarding the transition with a relative weight of 80.9%. The study also showed that there are major repercussions for the transition to distance education in light of the Corona virus crisis. The approval rate was 86.6%. In addition, there were noticeable obstacles from the point of view of the university faculty members impeding the transition process for students; Where the rate was 72.3%. The results showed that there were statistically significant differences between the responses of the study sample members towards the impact of switching to distance education due to the age variable in favor of the sample members under the age of (40) years. No such differences appeared on the sex variable. The study showed that there were statistically significant differences between the responses of the study sample members towards the impact of switching to distance education due to the variable years of experience. These differences were in favor of those with less than (5) years of experience and

in favor of the sample who had from (5) to (10) years of experience. The researcher recommended the necessity of spreading awareness in the local community and changing their views towards distance education graduates and students by believing in them with confidence and conviction in their abilities and competence.

Abu Moghli (2020) conducted a study based on an electronic survey conducted by the Center for Lebanese Studies. The survey was conducted based on information collected from a total of 678 people who responded to the online survey. The majority of the respondents were parents (299), followed by teachers (274), and then students (105.(The report outlines key trends in the impact of COVID-19 on access and quality of education, as well as on teachers, students and parents. Based on the data, the report provides a comprehensive understanding of the locations of key gaps and challenges when undertaking distance education planning in emergency settings in Lebanon, Jordan and Palestine. Finally, the report presents a number of recommendations that policy makers, teachers, and parents should consider in order to better respond to future emergencies, particularly to ensure access to quality education, with a particular focus on marginalized groups.

Al-Hawari study (2021) aimed to understand the impact of distance learning during the Corona virus on students' motivation towards learning from the point of view of teachers and parents in Irbid District, Jordan. The descriptive survey approach, which was published on social media, was applied to a target sample of (221) teachers and (632) parents in Irbid District. The final results showed that the third axis took the lead with an average of 2.69 and 58.2%, followed by the second axis with an average of 2.56 and 47.97%, and finally the first axis got an average of 2.94 with a rate of 56.63%, which confirms that the availability of the educational environment for distance learning greatly affects students' motivation to learn, A set of recommendations has been proposed based on the paper results, which can help in developing distance education methods and enhancing students' motivation towards them. In Irbid District, Jordan, and most Arab countries

The Assaf study (2021) aimed to identify the degree of evaluation of a sample of Palestinian university students in the governorates of Gaza for its role in disaster response and crisis management in light of the Corona epidemic, and to discover whether there is a statistical significance at the level. Significant between the average evaluation of the sample members for this role due to the variables (gender, college.(To achieve this, the researcher followed the analytical descriptive approach by applying a questionnaire consisting of (34) items for (412) male and female students from the fourth level and above who were tested in a simple random way. The results showed that the evaluation sample. The role of universities in disaster response and crisis management in light of the Corona epidemic was of great importance in terms of relative weight (78.33%.(There are statistically significant differences between the mean scores of the sample members' evaluation of this role due to the gender variable, in favor of males, while there are no differences due to the college variable. The study recommended the need for universities to analyze the reserve capacity of their resources during this stage and to integrate the stage of preventing repercussions with the stage of preparing for confrontation.

The study of Abu Jarad (2021) aimed to reveal the reality of e-learning in light of the spread of the Corona virus from the point of view of teachers of the basic stage in the directorates of education in north and east Gaza, and to achieve the objectives of the study was based on the descriptive analytical approach. The study sample consisted of (50) male and female teachers in the two directorates of education north and east Gaza who taught during the period of the spread of the Corona virus through the e-learning system, and the necessary data were collected using a questionnaire whose stability coefficient reached (0.804) and was applied to the study sample. The results of the study revealed that the study sample’s evaluation of the effectiveness of e-learning in light of the spread of the Corona virus from their point of view was average, and their evaluation of the field of e-learning continuity, the field of obstacles to the use of e-learning, the field of teachers’ interaction with e-learning, and the field of students’ interaction in the use of e-learning was medium. The researchers recommended holding training workshops in the field of e-learning for both teachers and students and to help get rid of all obstacles that prevent benefiting from the e-learning system followed, and the need to combine face-to-face education and e-education in higher education institutions in the future .

Attia (2021) study aimed to identify the role of the degree of application of the Jordanian family to crisis management strategies in light of the Corona pandemic. From five axes (the economic field, the health field, the educational field, the religious and moral field, and the knowledge field.(And extracted its connotations of honesty and stability. The results showed that the degree of the Jordanian family’s application of crisis management strategies in light of the Corona virus pandemic came to a high degree on the fields of the questionnaire (the religious and moral field, the knowledge field, the health field), while the fields (the educational field, the economic field) came in a medium degree. The study also showed that there were statistically significant differences (= 0.05 .(. αThe differences were in favor of less than 5 years. The study also showed that there were statistically significant differences), and the differences were in favor of each of the less than 5 years and from the 5th to the least 10 years in the health, religious and moral spheres, and in

the total score. The study also showed that there were statistically significant differences and the differences came in favor of higher studies. The results also showed a statistically significant difference and differences were in favor of 1-5 individuals, and 6-10 individuals in each of the health domains, the educational domains, The study recommended working on holding training courses that enhance the ability of Jordanian families to use crisis management strategies correctly and correctly, in dealing with the effects of the Corona pandemic, conducting more studies based on the degree of application of the Jordanian family to crisis management strategies in light of the Corona virus pandemic, such as workers in the sectors different, and work on linking them with other organizational variables such as economic and social effects

The study of Al-Fawara (2021) aimed to identify the effectiveness of e-learning in light of the Corona pandemic from the point of view of primary school teachers in the Directorate of Education of the North West Badia Brigade. In order to answer the questions of the study, and achieve its objectives, the researcher chose a random sample of (150) male and female teachers, using the descriptive analytical method. The study tool was prepared and included four areas: first, the effectiveness of e-learning, and it consisted of (8) paragraphs, secondly, the interaction of teachers with e-learning, and it consisted of (9) paragraphs, and thirdly, the interaction of students with e-learning, and it consisted of (6) paragraphs, and fourth requirements E-learning consists of (7) paragraphs, then its validity and reliability were verified. The study found that the effectiveness of e-learning in light of the Corona pandemic from the point of view of the primary stage teachers in the North West Badia Brigade Education Directorate in general was moderate. The field of teacher interaction with e-learning ranked first, while the field of e-learning requirements ranked last. The results of the study also showed that there were no statistically significant differences at the level of significance)a = 0.05(between the estimates of the study sample members on the fields of study attributed to the gender variable, academic qualification, and years of experience. The study reached a set of recommendations, the most important of which are: Holding a training course for teachers of the basic stage to provide them with the skill of preparing e-educational content for students in the correct manner in terms of the method of interaction with students and how to present the educational content to them in an appropriate manner

The Khanfar study (2021) aimed to identify the difficulties facing Arabic language teachers in teaching language skills in light of the Corona pandemic and to identify the impact of each of the variables (gender, years of experience, and educational qualification) on these difficulties. The descriptive survey method was used to suit the nature and purposes of the study. The study population consisted of male and female Arabic language teachers in public and private schools in Zarqa Governorate. The study sample consisted of (125) teachers who were chosen randomly. The study tool consisted of a questionnaire developed by the researcher in two parts: demographic information and (33) items divided into two areas: difficulties related to the use of technology and difficulties related to the Arabic language teacher. After conducting the validity and reliability processes, the tool was applied to the study sample. The results indicated that the difficulties related to the use of technology came in the first place with a high degree, while the difficulties related to the Arabic language teacher came in the second place with a medium degree. The results also indicated that there were no statistically significant differences at the level of significance (α = 0.05)Attributed to the effect of gender and years of experience in all fields and the total, the study recommended providing training courses for Arabic language teachers on overcoming the difficulties related to teaching language skills, and conducting other studies in light of other variables.

Theeb study (2021) dealt with the effects of the Corona pandemic on the social competence of students with disabilities with its components (social skills - dealing with others - social interaction). Corona Covid 19 on students, as the results of the study showed that the social competence of students with disabilities was affected by the Corona pandemic, and social skills, dealing with others and social interaction were negatively affected by students as a result of the Corona pandemic. The study recommends the development of compensatory programs in cooperation between all institutions of society and the family, as well as the use of electronic communication programs between individuals and groups to compensate for what was caused by the Corona pandemic.

Al-Harbi (2021) research study aimed at identifying mechanisms for activating education in emergency situations, reviewing the most prominent educational experiences of countries in addressing the Corona virus, and proposing recommendations for the continuity of education in cases of epidemics. The study used the descriptive approach, and reached a set of results, most notably: the weak readiness of countries for education in emergency, the complete transition to distance education and e-learning, and the similarity of the experience of the Kingdom of Saudi Arabia with the experience of the Republic of France in the success of all students and their transition to the next class of their classes. The study also recommended several recommendations, including: establishing a disaster management center, including materials from the post-

crisis study plan to be taught in the form of distance education, training students on self-learning skills, training teachers to diversify assessment methods and increasing tests based on critical thinking and analysis skills.

The Al Ameer study (2021) aimed to identify the role of educational technology in facing the academic problems caused by the Corona virus among high school students, and the study also aimed to know the most important of these problems, and how to confront them from the point of view of high school students, and the study used: the descriptive approach as a study method The current study relied on the questionnaire tool as a tool for data collection and statistical analysis to reach the correct results. The study tools were applied to a sample of high school students consisting of (100) male and female students. The study reached a set of results, the most prominent of which are: YouTube came in the first place with a percentage of: (83.2%), while it came in the second place: (Telegram) with a percentage of (49.5%), while it came in third place: (WhatsApp) with a percentage of (42.6%) and came in the last rank: (Facebook) with a rate of (10.9%).

The study of Al-Awad (2021) aimed to know the degree of availability and practice of e-learning competencies among faculty members at the College of Education in Dulam, Prince Sattam bin Abdulaziz University in Al-Kharj at the time of the Corona pandemic. The study followed the descriptive analytical approach. The study was applied to a random sample consisting of (65) faculty members and the like. The study tools were applied by the two researchers, data collection and analysis, the study reached the following results: the approval of the faculty members with a good degree to achieve two of the e-learning competencies, the approval of the faculty members with a medium degree to the achievement of five of the e-learning competencies, and the approval of the faculty members with a strong degree to benefit Of the nine phrases in achieving e-learning competencies, the approval of the faculty members on three paragraphs in achieving e-learning competencies at the College of Education in Al-Dalm. The study concluded a number of positive recommendations for use in education, especially in times of crisis.

Study Problem:

The problem of the study is determined by identifying the depth of the gaps in the field of education in the Arab-Israeli community in light of the Corona pandemic and the role of administration in reducing them, and given the great role of school administration in reducing the educational gap, and specifically the study sought to answer the following questions:

- How deep are the gaps in the field of education in the Arab-Israeli community and the role of the administration in reducing them in light of the Corona pandemic **?**
- Are there statistically significant differences at the level of significance (α = 0.05)in the estimates of the study sample members of the extent of the depth of the gaps in the field of education in the Arab-Israeli community and the role of management in reducing them in light of the Corona pandemic, due to the variables (gender, years of experience, job title)?

Objectives of the study:

The study aimed to achieve the following:

- Knowing the extent of the gaps in the field of education in the Arab-Israeli community and the role of the administration in reducing them in light of the Corona pandemic.
- To reveal the extent to which there are differences attributable to (gender, years of experience, job title) in the degree of their appreciation of the extent of the depth of the gaps in the field of education in the Arab-Israeli sector and the role of management in reducing them in light of the Corona pandemic, in order to reach a better and deeper understanding of the reality of educational gaps and benefit from The results are to recommend the improvement and development of this reality.

Significance of the study:

The importance of the study stems from the importance of its subject, which is the educational gaps so that they can understand the reality, which can help in developing appropriate solutions to bridge and reduce educational gaps, and increase the school administration’s ability to deal with reality, and thus make decisions that can contribute and help improve the educational reality in Educational institutions, and this study can contribute to enriching the theoretical literature on educational gaps and the role of school administration in them .

Methodology:

This part included a description of the study methodology, the study population, its sample, the method in which the sample was selected, the tools used in it, the methods for verifying its validity and reliability, the

study procedures and its variables, and the statistical treatments that were used to reach the results of the study.

Study Approach:

To achieve the objectives of the study and to answer its questions, the descriptive approach was used Analytical, as this method is considered the most appropriate method used in such a study, as it is about collecting data through the distribution of questionnaires, their collection and statistical analysis by appropriate methods.

Study community:

The study population consists of all the teachers in the North District, who are (3,050) teachers and principals, during the first semester of the academic year 2021/2022.

The study sample:

The study sample was selected in a simple random way from teachers and principals during the academic year (2021-2022) with a percentage of (14%) of the study population, where the electronic questionnaire was distributed, and the sample included (435(respondents. Table (1) shows the distribution of the study sample according to the independent variables.

Table (1) Distribution of the study sample according to the levels of its variables

variable	the level/Category	the number	Percentage Percentage %
Gender	Male	216	49.7%
	Female	219	50.3%
Years Experience	1-less from 5 Years	45	10.3%
	5- less from 10 Years	116	26.7%
	10 Years so what above	274	63.0%
Job title	Head teacher	126	29.0%
	Teacher	309	71.0%
	Total	435	100%

Study tool:

For the purposes of designing the tool to achieve the study goals, revision was made to the educational literature and previous studies related to the depth of educational gaps, and the role of school administration in reducing educational gaps.

The validity of the study tool

The questionnaire was applied to an exploratory sample of (30) respondents from the study population, and they were excluded from the study sample. Correlation coefficients were calculated between the score of each item with the total score for the domain to which the item belongs. The correlation coefficients were also calculated, as it was found that the values of the correlation coefficients for the fields of the study tool with the tool as a whole were greater than (0.20), and the values of the interrelationship coefficients for the fields of the study tool were greater than (0.20), which is appropriate to achieve the purposes of the study.

The construction validity indicators were also verified, by applying the study tool to an exploratory sample consisting of (30) respondents from outside the target study sample, in order to calculate the values of Pearson's correlation coefficients between the paragraphs of the tool and the domains to which it belongs. And between the paragraphs and the tool as a whole, and as shown in Table (2):

Table 3: Correlation coefficient values between the items of each domain with the domain and the total score

Domains	Items	correlation	
		with domain	with the tool
Educational Gaps	students appears weakness levels of knowledge and skills understanding in a detective main.	.639**	-
	students appears weakness during their studies for curricula comparison with their levels before the pandemic	.640**	-
	students appears no responsibility toward learning.	.692**	-
	students are not interested by taking procedures to improve learning	.736**	-
	students don't concentrate on their creative abilities	.664**	-
	Students don't show logical links of learning .	.686**	-
	The pandemic has weakened the academic development of students	.660**	-
	The pandemic has weakened the personal development of students	.603**	-
	The pandemic has weakened the social development of students	.773**	-
	Students do not take advantage of building on previous learning experiences.	.588**	-
	Students have weaknesses in higher-order thinking skills	.631**	-
	Students have negative attitudes towards learning	.730**	-
	Students have weak self-discipline	.717**	-
	Students respond to the counseling services provided	.739**	-
	Students participate little in the extracurricular activities	.765**	-
Strategies teaching	Employ active learning strategies	.748**	.668**
	Activities take into account the disparity and differentiation among learners	.767**	.654**
	Involve all students in the activities	.841**	.717**
	Develop appropriate treatment plans for students in all subjects	.809**	.679**
	Student participation in setting learning goals	.825**	.751**
	Establish clear and precise success criteria	.815**	.801**
	Checking students' previous information and experiences	.811**	.670**
	Encourage teachers to build on students' past experiences	.787**	.718**
	transfer learning process	.783**	.735**
	Connect what the student learns to the realities of daily life	.867**	.798**
	Employing educational resources	.864**	.745**
	Benefit from the expertise of the local community	.837**	.739**
Evaluation	Parents regularly share information about their children's progress and development	.822**	.719**
	Establish appropriate homework by teachers	.846**	.713**
	Focus on relevant, purposeful student projects	.842**	.750**
	Use of different calendar formats	.763**	.775**

	Urging teachers to record feedback on students' performance in order to improve their learning process	.769**	.761**
	Correlation of assessments in the school	.745**	.736**
	Linking school assessment processes with curriculum standards and outcomes	.728**	.658**
	Measuring aspects of student development in all aspects	.842**	.749**

**** Statistically significant at the significance level (0.01).**

Table (3) shows that the correlation coefficients between the items of the tool and the field of study and the total score were appropriate, as the correlations between the items of the tool and the fields of study and between the items of the fields and the total tool were greater than (0.20), which are appropriate for the purposes of achieving the objectives of the current study.

Reliability:

Two methods were used to verify the stability of the study tool, the first method is testing and retesting, and the second method is the calculation of Cronbach's coefficient for the questionnaire items. In the first, the questionnaire was applied to the exploratory sample (30 teachers) twice, with a time difference of two weeks, and the Pearson correlation coefficient (the stability coefficient) was calculated between the two applications. In the second method, the internal consistency stability coefficient was calculated through Cronbach's alpha coefficient. Table No. (3) shows this.

Table (3): Cronbach's alpha and retest coefficient for the study instrument as a whole and its domains

Scale and its domains	Cronbach's alpha	**Re-test**
Students' educational gaps	0.891	0.921
Strategies teaching	0.871	0.897
Evaluation	0.921	0.931

The results in Table (3) showed that the Pearson correlation coefficient between the scores of the subjects on the tool in both times of application reached the total reliability coefficient of the tool were from (0.89-0.93) . The internal consistency stability coefficient "Cronbach's alpha " were from (0.871-0.921). It is noted that it has a high stability coefficient. Accordingly, these values were considered appropriate for the purposes of this study.

In order to calculate the total score for the tool, five alternatives have been developed for the respondent to choose one of these alternatives that express his opinion. The scores (1, 2, 3, 4, 5) were given to the five alternatives, respectively, for the items. The grade (5) was given to the alternative as very large. The score (4) for the alternative is large, the score (3) was given to the alternative as medium, the score (2) was given to the alternative as low, and the score (1) was given to the alternative as very low. In order to judge the level of the arithmetic averages of the paragraphs, domains and the tool as a whole, the statistical standard was adopted using the following equation:

Category Range= (highest value – lowest value) divided by the number of options

Category range = 5-1=4 ÷ 5=0.8 Thus, the judgment criterion becomes as follows:

Table (4): The statistical standard for determining the degree of arithmetic averages

Class	**SMA**
very low	from 1.00 less than 1.80
low	from 1.80 less than 2.60
medium	from 2.60 less than 3.40
big	from 3.40 less than 4.20
Very large	from 5.00 – 4.20

Statistical processing methods:

-To answer the first question of the study, means and standard deviations were used.

-To answer the second question, means, standard deviations, and three-way multiple variance analysis were used.

Study results:

This study aimed to reveal the depth of the gaps in the field of education in the Arab-Israeli sector and the role of the administration in reducing them in light of the Corona pandemic.

The results of the first question, which stated" : How deep are the gaps in the field of education in the Arab-Israeli community and the role of the administration in reducing them in light of the Corona pandemic?

To answer this question; The means and standard deviations of the estimates of the study sample members were calculated on the items of the extent of the depth of the gaps in the field of education in the Arab-Israeli sector and the role of the administration in reducing them in light of the Corona pandemic, and each of its fields, and Table (5) shows that.

Table (5) Means and standard deviations of the estimates of the study sample members on the paragraphs of the extent of the depth of the gaps in the field of education in the Arab-Israeli sector and the role of the administration in reducing them in light of the Corona pandemic and each of its fields

No.	Domain	Means*	SD	Rank
1	The depth of the educational gap for students	3.11	.350	Moderate
2	Strategies teaching	3.72	.336	High
3	Evaluation	3.74	.414	High

It is noted from Table (5) that the extent of the gaps in the field of education in the Arab-Israeli sector came to a moderate degree and with mean (3.11), and the role of the administration in reducing them came to a (large) degree, and the researcher attributes this result to that in light of the Corona pandemic Distance education has become, and despite the many advantages of this education in the field of maintaining health, it has increased the educational gaps and the failure to achieve many educational goals that meet the students' academic or social needs .

The Means and standard deviations of the estimates of the study sample members were also calculated on each of the items of each domain of the extent of the gaps in the field of education in the Arab-Israeli community and the role of the administration in reducing them in light of the Corona pandemic, and the following is a presentation of that:

1st domain: Depth of educational gaps

Table (6): Arithmetic averages and standard deviations of the estimates of the study sample on the paragraphs of the field (the depth of educational gaps), arranged in descending order according to the arithmetic averages

#	Paragraph	Mean	SD	Rank	Degree
13	students have weak self-discipline	3.27	.445	1	medium
4	students are not interested by taking procedures to improve learning	3.24	.528	2	medium
14	students respond to the counseling services provided	3.19	.393	3	medium
2	students appears weakness during their studies for curricula comparison with their levels before the pandemic	3.18	.508	4	medium
3	students appears no responsibility toward learning.	3.18	.521	5	medium
15	students participate little in the extracurricular activities	3.18	.388	6	medium
1	students appears weakness levels of knowledge and skills understanding in a detective main.	3.17	.514	7	medium
11	students have weaknesses in higher-order thinking skills	3.15	.503	8	medium
5	students don't concentrate on their creative abilities	3.14	.522	9	medium
12	students have negative attitudes towards learning	3.11	.446	10	medium
9	the pandemic has weakened the social development of students	3.02	.737	11	medium
8	the pandemic has weakened the personal development of students	2.98	.739	12	medium
7	the pandemic has weakened the academic development of students	2.97	.747	13	medium
6	students don't show logical links of learning .	2.96	.714	14	medium
10	students do not take advantage of building on previous learning experiences.	2.93	.702	15	medium
	Depth of educational gaps	3.11	0.350		medium

It is noted from Table (6) that the means of the items of the field ranged between (2.93) and (3.27). The researcher attributes this result to the fact that students lack many academic or social skills, as it was found from the results that there is a lack of students' self-discipline, which can be attributed to the students' failure to form appropriate social relationships in light of distance learning and in light of the Corona pandemic, and the results also showed that There is a weakness in the students' social, personal and academic development, as distance learning programs have focused on the aspects of achievement and the provision of educational goals of knowledge and facts, while they do not focus on many human skills, especially social aspects and their ability to deal with others.

2nd domain: the role of school administration in reducing educational gaps through the teaching strategies used:

Table (7): Means and standard deviations of the estimates of the study sample on the paragraphs of the field (teaching strategies), arranged in descending order according to the arithmetic averages

#	Items	Means	SD	Rank	Degree
The school administration does:					
1	Employ active learning strategies	4.30	.805	1	very large
10	Connect what the student learns to the realities of daily life	4.10	.743	2	large
5	Student participation in setting learning goals	3.92	.862	3	large
6	Establish clear and precise success criteria	3.92	.865	4	large
12	Benefit from the expertise of the local community	3.78	.889	5	large
8	Encourage teachers to build on students' past experiences	3.68	.852	6	large
9	transfer learning process	3.64	.793	7	large
11	Employing educational resources	3.63	.711	8	large

2	Activities take into account the disparity and differentiation among learners	3.56	.653	9	large
3	Involve all students in the activities	3.49	.652	10	large
4	Develop appropriate treatment plans for students in all subjects	3.46	.728	11	large
7	Checking students' previous information and experiences	3.37	.674	12	moderate
	Strategies teaching	3.72	.336		

It is noticed from Table (7) that the means of the items ranged between)3.37((3.37-4.30). Where the researcher attributes this result to that the school administration encourages teachers to choose the appropriate strategy that suits the students' academic and social needs, and the school administration realizes the importance of using modern teaching strategies that help achieve the school's vision. The researcher also attributes this result to that teachers are working to create a suitable learning environment for students, and the researcher also attributes this result to that teachers are working on and finding better ways to involve learners in the learning process, which makes the teacher's role limited to creating the educational situation and providing a stimulating environment in education. Where teachers seek to develop the various skills of students .

3rd domain: Evaluation

Table (8): Means and standard deviations of the estimates of the study sample on the items of the field evaluation arranged in descending order according to the means

#	Items	Maens	SD	Rank	Degree
The school administration does:					
1	Parents regularly share information about their children's progress and development	4.33	.797	1	High
2	Establish appropriate homework by teachers	3.86	.806	3	High
3	Focus on relevant, purposeful student projects	3.55	.718	7	High
4	Use of different calendar formats	3.90	.661	2	High
5	Urging teachers to record feedback on students' performance in order to improve their learning process	3.79	.619	4	High
6	Correlation of assessments in the school	3.71	.570	5	High
7	Linking school assessment processes with curriculum standards and outcomes	3.62	.585	6	High
8	Measuring aspects of student development in all aspects	3.53	.616	8	High
	Evaluation	3.74	.414		High

It is noticed from Table (8) that the means were rounded from (3.53-4.33) from high to very high degree. The researcher attributes this result to the school administration focusing on assessment tools in the school, through contacting and communicating with parents and informing them about the students' academic level. The school administration also focuses on teachers using appropriate forms of assessment that help to develop appropriate remedial plans for students according to their academic and achievement levels.

The results of the second question, which stated: "Are there statistically significant differences at the level of significance (α = 0.05) in the estimates of the study sample members of the extent of the depth of the gaps in the field of education in the Arab-Israeli community and the role of management in reducing them in light of the Corona pandemic, due to the variables (gender, years of experience, job title)?

The Means and standard deviations of the estimates of the study sample members were calculated on each of the areas of the depth of the gaps in the field of education in the Arab-Israeli sector and the role of the administration in reducing them in light of the Corona pandemic according to the variable (gender, years of experience, job title), and a table shows (9) that.

Table(9) Means and standard deviations of the estimates of the study sample members on each of the areas of the depth of the gaps in the field of education in the Arab-Israeli sector and the role of management in reducing them in light of the Corona pandemic, according to the variable (gender, years of experience, job title)

Variables	statistician	students	Strategies teaching	Evaluation
Gender				
Male	Mean	3.15	3.70	3.73
	account	216	216	216
	SD	.329	.355	.406
Female	Mean	3.08	3.74	3.76

	account	219	219	219
	SD	.367	.315	.422
Years Experience				
1-less from 5 Years	Mean	3.08	3.69	3.75
	account	45	45	45
	SD	.420	.310	.380
5- less from 10 Years	Mean	3.06	3.68	3.67
	account	116	116	116
	SD	.384	.330	.369
10 Years so what above	Mean	3.14	3.74	3.77
	account	274	274	274
	SD	.320	.342	.434
Total	Mean	3.11	3.72	3.74
	account	435	435	435
	SD	.350	.336	.414
Job title				
boss	Mean	3.12	3.74	3.76
	account	126	126	126
	SD	.395	.278	.355
Teacher	Mean	3.11	3.71	3.73
	account	309	309	309
	SD	.331	.357	.436
Total	Mean	3.11	3.72	3.74
	account	435	435	435
	SD	.350	.336	.414

It is noted from the table that there are apparent differences between the means of the estimates of the study sample members on each of the areas of the depth of the gaps in the field of education in the Arab-Israeli community and the role of management in reducing them in light of the Corona pandemic, according to the effect of a variable (gender, years of experience, job title) and to determine Statistical significance of these apparent differences, a multivariate analysis was applied, as shown in the following table:

Table (100) Analysis of the multivariate means of the estimates of the study sample members on each field of the depth of the gaps in the field of education in the Arab-Israeli sector and the role of the administration in reducing them in light of the Corona pandemic according to the variable (gender, years of experience, job title)

source	domain	sum squares	degree of freedom	average squares	F value	Sig.
sex Hotelling's Trace= 312.684 Sig.=0.000	gaps	4211.760	2	2105.880	17418.887	.000
	Strategies teaching	6016.513	2	3008.257	26671.090	.000
	Evaluation	6090.110	2	3045.055	17853.756	.000
Years of Experience Hotelling's Trace= .043 Sig.=0.027	gaps	.689	2	.344	2.848	.059
	Strategies teaching	.263	2	.131	1.165	.313
	Evaluation	.874	2	.437	2.563	.078
Job title Hotelling's Trace= .001 Sig.=0.909	gaps	.002	1	.002	.017	.897
	Strategies teaching	.050	1	.050	.445	.505
	Evaluation	.005	1	.005	.028	.867
The error	gaps	51.985	430	.121		

source	domain	sum squares	degree of freedom	average squares	F value	Sig.
	Strategies teaching	48.500	430	.113		
	Evaluation	73,339	430	.171		
Total	gaps	4264.436	435			
	Strategies teaching	6065,326	435			
	Evaluation	6164.328	435			

The results showed the following:

- There are statistically significant differences at the level of statistical significance (a=0.05) between the responses of the study sample members to all areas of the depth of the gaps in the field of education in the Arab-Israeli community and the role of management in reducing them in light of the Corona pandemic, according to the gender variable, and the differences were in favor of Females used strategies to reduce educational gaps, while it was found that the depth of gaps in males was higher than in females. The results also showed that there were no statistically significant differences at the level of statistical significance (a=0.05) between the responses of the study sample members to all areas of the depth of the gaps in the field of education in the Arab-Israeli sector and the role of management in reducing them in light of the Corona pandemic, according to the variable years of experience The results also showed that there were no statistically significant differences at the level of statistical significance (a=0.05) between the responses of the study sample members to all areas of the depth of the gaps in the field of education in the Arab-Israeli sector and the role of management in reducing them in light of the Corona pandemic, according to the variable named Career, differences were in favor of BA. This result can be attributed to the fact that principals and teachers agree on the depth of the resulting educational gap, and their attitudes are similar to the role of school administration in reducing educational gaps.

Recommendations:

In light of the study results, the study recommended the following:

1. The study recommends promoting the use of different teaching strategies according to students' academic and social needs.
2. Develop treatment plans through diagnostic tests to address the students' defects.
3. Continuous professional follow-up of teachers' performance and their progress in achieving the goals.
4. Develop teaching strategies to suit students' needs .

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